

Conference: Theory and Practice in Intercultural Education

*Intercultural approach in primary education in Madrid:
school practice at a glance*

Inés Gil Jaurena

UNED, Faculty of Education

INTER Network

Warsaw, 1-3 July de 2008

The Inter Network, in the framework of which this presentation was delivered, has been funded with support from the European Commission. This publication reflects the views only for the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Objective:

To analyze the primary education school practices from an intercultural approach

Structure:

- Introduction
- Framework
 - Theoretical
 - Research
 - Context
- Research design
- Results
- Conclusions/Proposals

Results: ideas about diversity

Diversity in most of the cases relates to:

- lack, difficulty, compensation needs, and/or
- national origin of students, understood as a static and internally homogeneous category



deficit model

Results: ideas about the educational process

Constructivism in the discourse and practices

- active learning
- meaningful learning linked to students previous knowledge

but...

- teachers have the control of the process
- students participation and decision about learning is limited

Results: ideas about school achievement (I)

School achievement as:

- 30% academic learning or contents
- 48% personal development, respect, good behaviour, ...
- 18% autonomous learning and critical thinking
- 4% social change (school achievement)

Results: ideas about school achievement (II)

About the explanation of school achievement

- 30% causes internal to students: attention, effort
- 44% causes internal and external to students, specially families
- 26% causes internal and external to students, specially schools

About the explanation of **no** school achievement

- 38% causes internal to students: lack of effort (17%), deficit (21%)
- 58% causes internal and external to students, specially families
- 4% causes internal and external to students, specially schools

Results: classroom methodologies and resources

Teachers do:

- cooperative learning... with social purposes (not academic)
- welcome activities for newcomer students
- work with projects (sometimes)
- use variety of resources
- materials reflect superficial aspects of diverse groups

Teachers don't do:

- activities about prejudices, stereotypes
- elaborate behaviour norms in collaboration with students
- materials don't challenge stereotypes

Results: assessment

Teachers do:

- communicate evaluation results to the families (reports and interviews)
- individual assessment of students
- use observation of students as a means for evaluation
- decide on the evaluation methods and criteria

Teachers don't do:

- reflect about evaluation (metaevaluation)
- make explicit the evaluation criteria
- use evaluation methods such as co-evaluation or self-evaluation
- consider evaluation as a part of the learning process
- consider language issues when students first language is not spanish

Results: school climate

Teachers do:

- promote communication with families
- value diversity (in the school documents)
- try to put the emphasis on similarities and not on differences

Teachers don't do:

- reflect cultural diversity
- value linguistic diversity
- participate in teacher training activities about diversity issues

Some conclusions and proposals

Ambiguity around “intercultural”

Intercultural as an approach

Empowerment of teachers for change

Teacher education

To promote awareness and reflection (individual and in collaboration) about ideas and practices